

Expanding Children's Economic World: A Curriculum Guide



Priscilla H. Porter

Porter History-Social Science Center

Palm Desert Campus of CSU San Bernardino

Grade 1 Standard 6

Expanding Children’s Economic World

Grade 1, Standard 6

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Expanding Children's Economic World

Grade 1 Standard 6: Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:

1. the concept of exchange and the use of money to purchase goods and services
2. the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

Significance of the Topic

In this unit, students will compare and contrast goods and services. They will discuss economic activities and sort them into the production of goods or the provision of a service. Students will examine how people use money to purchase goods and services. Because people have limited money, they must make choices about how to spend their money. Students will explore a range of choices about what to buy because there is a limit to the money they have.

Another focus of this lesson is the specialized work that people do, including manufacture, transport and market goods and services. Students will create a book, *Jobs People Do*, to illustrate and describe different types of jobs, and they will role play the specialized work people do at a class *Job Fair*.

Focus Questions

1. What are goods and services?
2. What are some of the choices people make?
3. How do people earn money to purchase goods and services?
4. What specialized work do people do to manufacture, transport and market goods and services?

Literacy Links

Many of the activities in this unit will support and develop the student's attainment of reading, writing, speaking, and listening skills.

Acknowledgements

This unit was developed by Dr. Priscilla Porter; Patsy Roth (Torrance Unified School District); Elisa Field (El Rancho Unified School District); and, Mary Hamilton and Suzanne Wood (Los Angeles Unified School District) in conjunction with Jan Berg, Nan Carter (Little Lake City School District) and Mary Clair Curtis (Los Angeles Unified School District) under the auspices of the Priscilla and Charles History-Social Science Resource Room at the Palm Desert Campus of California State University, San Bernardino. Special thanks to Marsha Waldman for her editing and to economist Dr. James Charkins (CSU San Bernardino) for his guidance in the teaching of economics to young children.

Lesson 1: Goods and Services

Focus Question: What are goods and services?

Activity # 1 Jobs (Chores) At Home

Procedure

Step 1: Jobs (Chores) at Home

Materials needed: chart paper, pen; writing paper

Share a personal experience about chores that you and your family members do at home.

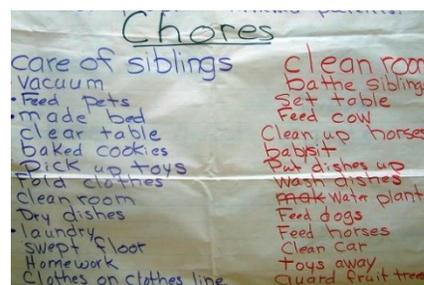
Ask the students the following question and record their answers on chart paper.

What jobs or chores do you perform at home?

Have each student draw and then write about a job he/she does at home. Assemble these into a class book.

Ask additional questions such as:

- Do you get paid for doing chores? Why or Why not?"
- What would happen if you did not do your job?



Step 2: Parent/Grandparent Job/Chore Interview

Materials needed: A copy for each student of **Family Homework Questionnaire – Chores When You Were My Age (Handout # 1.1)**. Refer to page 8).

Have students interview you by asking the question “When you were my age, what chores did you do?”

As a homework assignment, have students interview a parent, and if possible a grandparent, using the **Family Homework Questionnaire – Chores When You Were My Age (Handout # 1.1)**. Depending upon the student’s writing ability, either he/she can record the information or the interviewee can do the recording.

When you were my age, what chores did you do?

| Mom/Dad | Grandma/Grandpa |
|-------------------|-----------------|
| brush teeth | take out trash |
| do homework | clean room |
| clean room | put out cloth |
| help baby brother | put shoes on |
| feed dog | patio |
| take bath | |
| help mom | |

Name Courtney

As students return their interviews, discuss their interview results.

Compare and contrast the types of chores students do today with those of their parents’ and grandparents’ generation.

When you were my age, what chores did you do?

| Mom/Dad | Grandma/Grandpa |
|-------------------------|------------------|
| 1. clean room | make bed |
| 2. make bed | 2. help put |
| 3. set the dinner table | dishes away |
| | 3. help mom |
| | buy groceries |
| | 4. put toys away |

Name Riley

Activity # 2 Jobs at School

Materials needed: a “job card” for each job in your classroom
Optional: a copy of Job Application (Handout #1.2. Refer to page 9.)

Procedure

Step 1: Jobs at School

Explain that as a student at school, your major “job” or “type of work” is to learn new skills and to complete class work and homework assignments.

At home we have jobs that help keep our homes running smoothly. We also have jobs at school that help us maintain a pleasant and smooth-running classroom.

Brainstorm of list of jobs that are helpful in your classroom. Be creative. If desired, identify enough jobs so that each student will have one.

A list of appropriate jobs may include: ambassador (serve as a host of hostess for visitors and new students); calendar monitor; pencil monitor, flag leader; classroom custodian; line leader; learning center assistant; librarian; lights and doors monitor; lunch count monitor; messenger; mail carrier; paper filer; playground equipment manager; song leader; teacher’s helper; technology technician; and, weather forecaster.

- Make a “job card” for each position, and, if desired, create a brief description of each job on the reverse side of the card.
- Make a chart listing every job with space for a student’s name. If using a pocket chart, place a job chart and the student’s name together into the pocket.
- Decide how often to change jobs – once a week, every two weeks or once a month.



Step 2: Selecting Jobs

Plan a method for selecting jobs and for keeping track of which job each student will do. One method is to pick names randomly out of a basket and then permit the student picked to select a job. Or, have students apply for 3 jobs in order of preference. After either method, place the job card and the student’s name card together in a “pocket chart”.

Job Application
Name Daniel Mruffy
Job Library
Have you done this job before? yes no

Job Application
(Optional)
Begin this exercise with the following statement: “In the ‘real’ world, many people usually

Job Application
Name Natasha Lee
Job Lunch Count
Have you done this job before? yes no

interview for the same job, while only the ‘best’ qualified person gets hired.”

Show students the **Job Application (Handout #1.2)**. Explain how to complete the application. If desired, model an interview process. Interviews may begin with interested students identified for specific jobs.

Activity # 3 Defining “Goods” and “Services”

Materials needed: chart paper or white board

Procedure

Step 1: Goods

Write “Goods” and “Services” on a piece of chart paper or on the white board.

Define **goods** as *things that people make or grow to sell*. In addition, goods are things you can hold or touch, such as food, shoes, cars, and toys.

Brainstorm a list of “goods” and record these on the chart.

Discuss with students the types of stores in the community that provide goods For example:

- Where do people buy their food? (e.g., grocery store, farmers’ market). Explain about the many different types of grocery stores in a free market economy (i.e., big, small, specialized, discount, etc...). Individuals have many choices. Generate a list of different grocery stores.
- Where would you go if you wanted to buy shoes? List the names of specific shoe stores and whether located in a large shopping mall or strip mall or along a business street.

| Goods | Services |
|---------------|--------------|
| snacks | fix car |
| toys | restraint |
| turkey | fireman |
| books | server |
| crayons | doctor |
| calendar | ambulance |
| car | dentist |
| food (market) | policeman |
| pet | veterinarian |
| house | tow truck |

Step 2: Services

Define **services** as *the work that people do for others in exchange for money*. Some people offer services which, when performed, help others. Familiar services are some of the following: medical care; hair styling; baby-sitting; teaching (providing education); teaching how to skate or ocean surf; removing garbage; and, delivering the mail or newspaper to a home or business.

Discuss with students the types of places in a community that provide services. For example:

- You are sick or hurt and need assistance. Where do you go? (Doctor’s office, medical center, or the hospital). Emphasize that Americans are very fortunate to have so many choices available.
- Your hair is too long and needs cutting. Where do you go? (Barbershop, hair salon, to your parent or relative who can cut your hair).
- You want to learn how to read. Where does a 7 year old go? (To elementary school). Where does a 15 year old go? (To high school)
- You want to learn to use a computer. Where does a kid go? Where does an adult go?

Note: Review that a “free market economy” includes many options for providing services. Point out that in a **free market economy**, the word “free” does not mean the items are without cost. A “free market economy” means people have many options of where to buy or sell goods and where to select and provide services.

Activity # 4 Sorting Goods and Services

Materials Needed: For each pair of students, a 12" X 18" pieces of paper and crayons or markers for labeling

Procedure



To each pair of students, distribute a sheet of 12" X 18" piece of paper that is divided in half vertically.

Students write "Goods" on the left side and "Services" on the right side.



Have students draw and color or cut out and paste pictures of "goods" on the left side of the paper. On the right side, identify a "service" by showing someone performing that service. Ask students to explain why they placed each picture under the "goods" or the "services" categories.

Using their chart, have each student make an individual choice of a good or service that he/she would purchase and orally, or in writing, explain his/her choice.



Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end.

- Draw and write about a job you do at home.
- Conduct a Parent (and grandparent, if possible) Interview. Each interview includes the question "When you were my age, what chores did you do?" Back in class, students report on the results of their interviews.
- Select and be responsible for completing a class job.
- Complete a job application (optional).
- Draw and color or cut out and paste some pictures that show "goods" and some that provide a "service".



Family Homework Questionnaire Chores When You Were My Age

Dear Parents,

We are studying about the types of jobs or chores students do both now and long ago. Your child needs to conduct an interview as a homework assignment. The interview question is for a parent and, if possible, a grandparent.

Please allow your child to ask the question listed below. The interviewee should answer the question orally and then write a brief summary of the answer in the space provided.

Student Name: _____ Date: _____

Name of Parent Interviewed: _____

When you were my age, what jobs or chores did you do?

Name of Grandparent Interviewed: _____

When you were my age, what jobs or chores did you do?

Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

Lesson 2: The Jobs People Do

Focus Question: How do people earn money to purchase goods and services?

Activity # 1 Jobs People Do

Materials needed: a large piece of chart paper and magic markers

Procedure

Explain to students that money is a valuable tool. It can be traded for the things wanted. People work to earn money and then they make decisions about how to spend or save their money. Money is valuable because it can be traded for the things we want. In this lesson, we are going to focus on earning money and making wise decisions about how to spend or save it.

Questions for students:

- Have you ever worked to earn money? If so, what types of jobs have you done?
- With the money that you have earned, how did you use it?
- Where do adults get money to buy the goods and services that they need and they want?

Title a piece of chart paper, *Workers*. Have students name the types of workers or jobs in their community. Next to each job, list the workplace where people do their job. For example, a mailman works at the post office.

Add to the chart as you work throughout this unit. As you and your students discuss places in the community where people work, identify the matching workplace next to the jobs

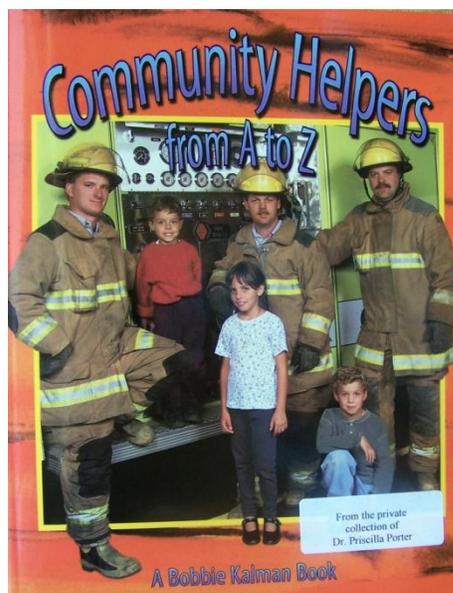
Activity# 2 Workers Produce Goods and Services

Materials needed: large piece of chart paper; magic markers; the book-- *Community Helpers from A to Z* by Bobbie Kalman. **Note: If this book is not available, a different book or photos of goods and services may be substituted.**

Procedure

Show students the cover of *Community Helpers from A to Z* by Bobbie Kalman. This is an informational picture book. The cover depicts firefighters who provide a service. The cover also shows students whose job it is to attend school. The book provides a good overview of many different kinds of jobs.

Ask, "Who do you see on the cover of the book? What jobs do these people do?" Discuss the variety of jobs needed in a community.



Begin a chart with two columns, one titled "Goods" and the other "Services."

Read out loud selected pages from Kalman’s book, e.g., pages 4, 7, 11 and 14 with pictures that depict workers producing a good such as agricultural workers (page 4), construction workers (page 7), and industrial workers (page 14.) Have students respond to the following questions:

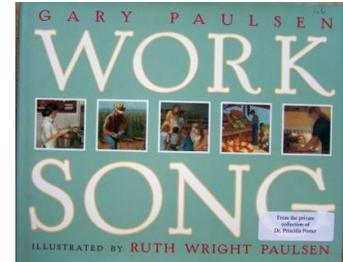
- Who do you see in this picture?
- What type of job does this person do?
- What “good” or “service” is made available?
- Where does he/she do his/her work?
- When do people perform this type of work?
- How do you know?
- Do you know anyone who has this type of job?
- Have you ever seen a person producing a similar good? Who? When? Where?

As you view the photos, select students to **role play the type of work** being done in each picture. Encourage students to focus on speaking clearly, on using descriptive words, and on using gestures that help add understanding about the job being done.

Next, show **pictures depicting workers performing a service** such as doctors (pages 8-9), firefighters (page 11), and teachers (page 25). Continue to ask questions such as the ones listed above. Continue to select students to role play the type of service being done in each picture.

Activity # 3 *Work Song*

Materials needed: *Work Song* by Gary Paulsen. This selection may be found in *Reflections*, the Harcourt Social Studies textbook for Grade 1, Unit 6, pages 272 to 275. *Work Song* is also included in the Open Court Reading Program, Unit 3, Lessons 8-14 (2000 edition) and Unit 4, “Our Neighborhood at Work” (2005 edition). If the book is not available, the activity may be skipped.



Procedure

Work Song provides a look into the work of the people in our communities. Using rhyming couplets, the poem brings readers from the beginning to the end of the workday while introducing many jobs. It shows people at work. The sparse, elegant verse is accompanied by richly textured oil paintings that celebrate the work ethic with sensitivity and grace.

Read aloud the first stanza of the poem. Discuss the meaning of “It” in the first line. (It refers to the many kinds of work people do.) Then explain the difficult words: keening (whistling, high-pitched); jolting (startling, sudden). If desired, make vocabulary cards for these words. One side of the card, write the word and on the reverse side write a simple definition. Challenge students to identify as many jobs as they can that fit the first stanza.

- carpenters, mechanics, plumbers and others use hammers in their work
- carpenters, plumbers, electricians, roofers, masons, and others build houses
- gardeners, farmers, foresters, and nursery workers plant and care for trees
- truck drivers work behind the wheel of a truck; they perform a service for whomever wants goods to be delivered/transported from one place to another by truck

Encourage students *to listen* to the sounds and rhythm of the words as you read the next two stanzas aloud. Ask students *what the poet means* when he uses the phrase “*glowing screens*” (computers) and the phrase “*ice-cream cones to lick and wear*” (because sometimes ice cream drips onto your clothes if you don’t lick quickly and efficiently).

As you continue to read the poem, *ask the following questions*: Which picture might go with the line, “*It’s gentle arms that lift and hold?*” (The nurse is holding a newborn baby.) How is this service provider helping someone?

Discuss other reasons, beside money, that people might have for working or providing a service. Point out that people who enjoy work may seek it without pay; may like helping others. They may be a hospital volunteer or be a charity fundraiser; they may like history and volunteer to help at a museum; or, they may like being around children and so they become a volunteer in a classroom.

Explain stylized phrases. Ask, “Why do you think the mother and father have “tired eyes”? Explain that the line “resting short but loving long” means that busy people get only a short time to rest, but love their families all along. Point out that “the next day’s song” is a poetic way of saying the next day’s work.

Analyze and review the poem to address its difficult language and concepts:

- By sorting words by category, i.e., action words, words that name things, words that name people, and so on.
- By rhyming words
- (Optional) By reviewing the vocabulary cards
- By creating new “poetic” phrases
- By identifying which jobs provide goods (produce store owner*, ice-cream store employee*, and steel worker*)
- By identifying which jobs provide services (construction worker*, nursery worker*, sanitation worker*, office worker*, and beautician*). *Add each occupation identified to the chart begun earlier in this activity.
- By reviewing the poem’s many examples of the way people help one another in their community.
- (Optional) By discussing which jobs or occupations are performed “outside/outdoors” and which ones are “indoor”.

Add these workers’ jobs to the chart begun in Activity #1. Point out that the poem gives many examples of the jobs people have in their community.

By way of closure, describe additional types of jobs **not** found in the poem, e.g., people help each other by working in the home, working in the schools, in your classroom. Expand on jobs performed by family members to help one another, e.g., performing errands as in shopping for food; household chores; cooking; doing the laundry.

Activity # 4 Parent Interview

Materials needed: for each student, a copy of **Family Homework – Interview about Jobs (Handout # 2.1.** Refer to page 17.)

Procedure

Using the **Family Homework – Interview about Jobs (Handout # 2.1)**, assign students to interview their parents to ask questions about the work they do either in or out of the home.

Reporter Daniel
Parent Interview
(Name of the Person Interviewed) Michelle
Where do you work? In a law firm.
What do you do at work? I type letters and file papers.
How long is your work day? 8 hours work week? 5 days
What tools do you need to do your job? A computer.
What special training/school did you need for your job? NONE
What do you wear at work? Suits
Do you work alone or with others? With others.

Encourage students to discuss with their parents where they get the money to purchase the goods and services the family uses. How do they decide which goods and services to purchase and where to purchase them?

Optional: The letter also requests parents to provide a picture of the place where they work. If possible, provide a disposable camera for each child to check out and take home.

Reporter Nicholas
Parent Interview
(Name of the Person Interviewed) my dad
Where do you work? at my home office
What do you do at work? I trade stocks
How long is your work day? 10 work week? 5 days
What tools do you need to do your job? a computer, TV, newspaper, phone
What special training/school did you need for your job? I went to college
What do you wear at work? nice clothes
Do you work alone or with others? alone

Activity # 5 The People Who Work at Our School.

Materials needed: chart paper or whiteboard; paper for thank you notes

Procedure

With the students, develop a list of the jobs necessary to operate your school. Record these on the chart paper or whiteboard. (Focus on the jobs other than teacher. Include the school secretary, a cafeteria worker, the principal, and the custodian.)

Each week, invite a school employee to the classroom so students can interview him/her about his/her job. Plan the interview questions with a focus on the specialized work the person does.

After the interview, plan a way to thank each employee for doing his/her important job and for coming to the classroom. For example, have each student draw a picture showing that employee "in action." Write the employee's name at the bottom of each picture. As a class, review why this person's job/service is important to the school. Place all the students' drawings into a "book." The cover of the book may provide a "thank you" message. For example, "Mr/Ms X's Classroom thanks Mr/Ms for Visiting Our Classroom."

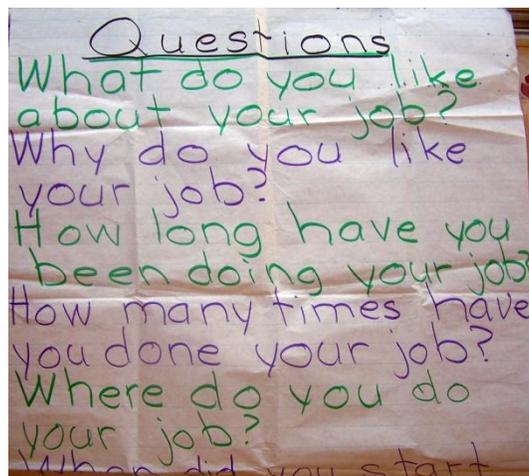
Activity # 6 Interview Guest Speakers

Invite some parents or community members to the classroom so students can interview them about their jobs. Ask each guest to come in their career clothes and if possible to bring the tools or equipment they use on the job.

Note: In advance, provide guest speakers with a copy of the interview questions (see below) and a simple description of the format, i.e., speak 5 minutes about your job and skills needed and allow for 10 minutes of questions. Schedule visits for one or two speakers a day. Several first grade classes may be grouped together to attend the interviews. Afterward, provide time to write and illustrate "thank you" letters.

In advance, discuss with students how to conduct an interview and plan some of the questions they want to ask. Sample question may include:

- What is your job?
- Where do you work?
- How long is your work day?
- Do you produce a “good” or provide a “service?”
- What skills do you need to do your job?
- How much education or training does your job require?
- Do you work alone or with others?
- What do you like best about being a _____?
- Why did you become a _____?
- What is the hardest thing about being a _____?
- Would you do anything different if you were beginning your profession/career/job again?



(Optional) Tool Center

Set up a *Tool Center*. Ask guest speakers (*ahead of their visit*) if you may borrow or take photographs of some of the tools they use and display them in the classroom.

Activity # 7 Mystery Workers Game

Materials needed: In advance, mount pictures or write the name of different workers on individual cards. Attach yarn so the picture or word can go over a student’s head and be displayed on his/her back.

The “Mystery Workers Game” is like the game 20 Questions. When a picture card of a worker is hung on a student’s back, he/she must guess the type of worker.

Model the game by hanging one mystery worker card on the **back** of a student without his or her looking at the picture. Model the types of questions to ask to try to help the student discover the identity of the mystery worker. For example, you might ask:

- Where is this job done?
- What tools do I use?
- When would I do this job?
- Why is this job necessary?
- Do I produce a good or a service?
- Do I work inside or outside?
- Do I work by myself or with other people?

If necessary, clues may be given. Once the mystery worker has been identified, review the questions and discuss how certain jobs were eliminated by each question.

Divide the students into pairs. One student becomes the mystery worker with the card on his/her back while the other student asks all the questions until the mystery worker is identified. The picture cards are shuffled before the second student in each pair selects a mystery worker card for the game to continue, and so forth.

(Optional) Activity # 8 Community Business Walk

During this activity, the students take a walking field trip) to visit businesses in the local community.

Advance Preparation

- Visit businesses near your school to determine which ones to visit during the walking field trip. Speak with the manager about a date and time for students to visit and conduct an interview. Provide him/her with a sample set of **Business Interview Questions (Handout # 2.2)** If possible, select 4 or 5 businesses to visit.
- Take a photograph of the individual storefronts. Show students the photographs of the businesses you will visit. Using the photographs, ask if they can identify the businesses.
- **Secure the necessary permission slips** for the field trip and discuss safety procedures.
- Divide students into groups of 5-6. Each group will interview one of the businesses. Plan to have one **parent volunteer** accompany each group. Assign, or have each group select the business they will interview.
- Provide each group with a copy of the interview questions and have them decide who will ask each question. Each student can put his/her initials next to the 1-2 questions he/she will ask or copy his/her question(s) onto an individual sheet of paper.

The Day of the Field Trip

- Arrange to have one adult to accompany each group.
- Provide each student with a clipboard, a copy of the interview questions. (Optional) Provide students with a simplified map of the city blocks you will be walking. Students can add the buildings and store names, or just draw boxes and write down the store's number (address). (Note: Data recording activities help keep students busy while waiting for their opportunity to do an interview.)
- Appoint one student from each group to carry the photograph of their group's business.
- When a group locates their business, each child should ask his/her designated question. Have a parent help the student get a brief answer in writing during the interview.
- Designate one student per group to ask for a business card.
- Designate one or two students per group to take a photograph of the person interviewed and a photograph of the inside of the business.
- Designate one or two students to present a prepared "thank you" letter to the interviewee.

After the Field Trip

- Have students meet in their groups to discuss what they learned about their business.
- Each student should rewrite, in a complete sentence, the answer given by the interviewee. Parent volunteer help should be encouraged. Note: Student fatigue after the field trip may require waiting until the next day to do the writing.
- Appoint a leader for each group. The leader helps his or her group decide how to combine their information and report it to the class. Illustrations, photographs and the business card should be incorporated. Give the groups a maximum time limit for preparation and for presentation.
- Groups report to the class. Sort the businesses into goods and services. After all presentations are made, combine all presentation material into a class book or a bulletin board display.

Activity # 9 Write About It.

Direct students to “Write a brief description of a job you might want to have some day so you can earn money to buy goods and services.” Assemble student work into a class book.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end.

- Sort photographs of workers into appropriate categories of either “Goods” providers or “Service” providers.
- Generate appropriate interview questions for classroom guest speakers and for workers at a place of business.
- Conduct a Parent Interview about a job they do. (Note: the interviewee’s job may occur either inside or outside of the home environment.)
- Participate with classmates in interviews of guest speakers who tell about their jobs
- Play the Mystery Workers Game
- (Optional) Interview a business worker and report on the results.
- Write a brief description of a job you might want to have some day so you can earn money to buy goods and services.

Family Homework Questionnaire – Jobs People Do

Dear Parents,

We are studying the types of jobs that people do, including the contributions of those who work within the home. Please allow your child to conduct one parent interview as a homework assignment. The interview questions are listed below. Answer the questions orally. You may help your child write a brief summary of your answers in the space provided on the worksheet.

Student's Name: _____ Date: _____

Name of Person Interviewed: _____

Relationship to the Student: _____

Job Title: _____

1. Where do you work?

2. What do you do at work?

3. How many hours do you work each day? _____ How many days do you work each week? _____

4. What tools do you need to do your job?

5. What special training/school is required for your job?

6. Describe the clothes you wear to work?

7. Do you work alone or with others? Please explain.

Business Interview Questions

Name of the Person Interviewed: _____

What is the name of the business? _____

What is your job? _____

How many hours do you work each day? _____ How many days do you work each week? _____

What skills do you need to do your job? _____

What tools do you need to do your job? _____

What special training/school did you need for your job? _____

Do you work alone or with others? _____

Extra Information: _____

Names of Interviewers _____

Based on the work of Elisa Field, El Rancho Unified School District

Lesson 3: People Make Choices

Focus Question: What are some of the choices people make?

Activity # 1 Buyers and Sellers

Materials needed: chart paper or whiteboard

Procedure

Explain to students that people trade money for the goods and services they want. This includes housing, utilities, food, clothing and many other things. Because people have limited money, they must make choices about how to spend their money.

Explain that everyday people buy and sell goods and services. Ask students to share their experiences of going places to buy things.

Make a list of the different places people buy and sell goods and services. These may include the supermarket, the mall, convenience stores, the gas station, the dentist's office and other types of markets such as the Internet and mail order catalogs.

Explain to students that we have a **free market economy** which means we can choose what we want to buy and where we want to buy it. It also means that sellers can choose what they want to sell and where they want to sell it.

Even though we have a free choice to do what we want with our money, we should think about our choices before making them. Discuss the benefits of wise spending and the reasons people might choose to save money rather than spend it. Explain that **"to save"** means to keep some money to use later. Discuss with students that people put the money they save in a bank or they **invest it**.

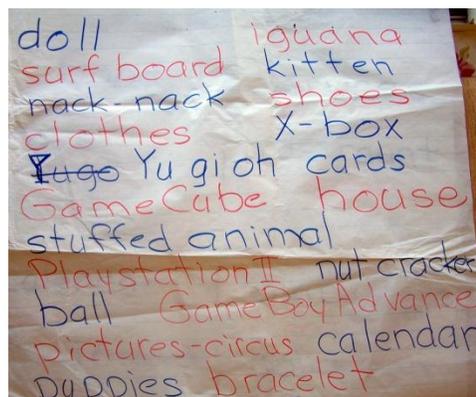
If time allows, complete the optional activity, *Alexander Who Used to Be Rich Last Sunday*, described at the end of this lesson on page 22.

Activity # 2 Let's Make a Choice

Materials needed: chart paper or whiteboard; a copy for each student of **Choices (Handout # 3.1)**. Refer to page 23.)

Procedure

Ask students, "What is something that you would like to have?" Make a list of the items they mention on chart paper or a whiteboard.



Ask each student to prioritize their list and then select **2** items he/she would like to have.

Distribute to each student a copy **Choices (Handout # 1)**. Under the heading of "Two Things I Want," ask each student to write the names of **2** items he/she wants in the space provided.

Choices

Two things I want:
X-box CDs

My choice
 I chose the X-box because it has a lot uv games like boxin and has max pane two.

Examples may include a scooter and a bicycle or other choices as noted in the examples shown.

Tell students that they may have only **one** of the two items. Explain that when you pick between two things you are making a **choice**.

Choices

Two things I want:
nutcracker kitten

My choice
 I chose the kitten because it is nice they are nice to me they are soft they are frey and they are soft.

How will you decide which item to purchase if you could only purchase one? Encourage students to consider:

- Do you need to have each item?
- How much does each item cost?
- Would you like to have one item more than the other?
- Would the item be good for your family or just for you?
- Would you pick the least expensive or the one you want the most?

Help students think about the pros and cons of each choice. Explain that sometimes we choose things we like them and sometimes we choose things because we need them.

Under the section "My Choice," have students complete the sentence, "I chose _____ because _____."

Choices

Two things I want:
yo glob cards X-box

My choice
 I chose the X-box because you play it and you put discs in it and you can play two players at the same time and it comes with a ear phone too and you can talk to your friends and it comes with a game.

In a classroom discussion, have students state their 2 items and then the one selected. Also, have students explain their decision making process and reason for their choice. Assemble their sentences into a class book.

Activity # 3 What's for Lunch?

Materials needed: For each student, a copy of **Menu (Handout #3.2)**. Refer to page 24.

Procedure

| Menu | |
|---------------|--------|
| Sandwich | \$2.00 |
| Spaghetti | \$3.00 |
| Hamburger | \$2.00 |
| Fresh Fruit | \$1.00 |
| Soup | \$2.00 |
| Frozen Yogurt | \$2.00 |
| Milk | \$1.00 |
| Juice | \$1.00 |

You have \$5.00 to spend. What will you choose?

I choose Spaghetti hamburger
 because It is yum and it is good.

Explain that sometimes we have to make a choice among many items. Distribute a copy of **Menu (Handout #3.2)**. Ask students to select what they might order for lunch when they may spend up to \$5 dollars.

Ask students

- Can people have everything they want? Why or why not?
- How can you make good choices about what to buy?

| Menu | |
|---------------|--------|
| Sandwich | \$2.00 |
| ✓ Spaghetti | \$3.00 |
| Hamburger | \$2.00 |
| Fresh Fruit | \$1.00 |
| Soup | \$2.00 |
| Frozen Yogurt | \$2.00 |
| ✓ Milk | \$1.00 |
| ✓ Juice | \$1.00 |

You have \$5.00 to spend. What will you choose?

I choose Juice Spaghetti Milk
 because it is dishish.

Activity #4 Economic Questions about Production and Choice - *The Little Red Hen*

The Little Red Hen story tells how a tenacious hen works unceasingly while her lazy housemates refuse to help her. The little hen perseveres at her task even though no one is prepared to help her and she is rewarded for sticking to her task. Refer to **Open Court Level 1, Book 2, 2000 edition**. Theme: Keep Trying). As you read *The Little Red Hen*, ask students to:

- Compare the ways in which the cat, the dog, and the mouse are alike. (They like to sleep all day.)
- Identify a difference between these animals and the hen. (The hen doesn't sleep; she does all the housework.)
- Summarize events in the story. For example: A cat, a dog, a mouse, and a little red hen all live together in a house. The cat sleeps all day. The dog naps all day. The mouse snoozes all day. Ask students to predict what will happen next in the story.
- List the chores the little red hen does early in the story. (The little red hen cooked, washed, mended, swept, raked, and she used the hoe.) Compare what the cat, the dog, and the mouse all said when the little red hen asked, "Who will plant the wheat?" (They all said the same thing, "NOT I".)
- Practice saying "NOT I" in a loud voice. Note that these words are printed in capital letters. They are supposed to be read in a louder voice than the other words on the page.
- Contrast "NOT I" with what the little red hen does. (She plants the wheat when the others refuse.)
- Predict what you think will happen next.
- Respond to the question, "Why aren't the cat, the dog, and the mouse helping the little red hen take the wheat to the mill or make a cake from the fine white flour? (The cat, the dog and the mouse like to sleep all day. It appears they do not like to work.)
- Explain why the cat, the dog, and the mouse all go to the kitchen? (The good smell wakes them up.)
- Respond to the hen's question, "Who will eat this cake?" Students should respond in loud voices with the words, "I WILL".
- Summarize the chores that the little red hen does to make the cake. (She planted; watered; cut; took the wheat to the mill; made a cake; gathered sticks; made a fire; mixed the milk, sugar, eggs and flour; poured the batter; put the pan in the oven; took the cake out of the oven; and, she ate the cake.)
- Summarize the events in the story. If desired, have students act out the actions of the story. (Refer to the two sets of "summarize" activities previously listed.)



- Summarize how the dog, the cat, and the mouse change from the beginning to the end of the story. (In the beginning of the story, they didn't want to do any work; while at the end of the story they were eager to help the little red hen.)
- Summarize what the dog, the cat, and the mouse learn by what happened to them in the story. (They learned that they had to share in the work if they wanted to share in the results of the work.)

Economic Questions to Ask

- What *good* was the Little Red Hen *producing* in her garden? (wheat)
- What was the final *product* (cake, some versions, it is bread)
- What steps did she have to take to get it ready for the final *product*? (plant the seed, care for the garden, harvest the wheat, bring the wheat to the mill, ground the flour, bring the flour home and bake the cake)
- What did the other 3 animals in the story *choose* to do instead of helping her? What was their *opportunity cost* for not helping the Little Red Hen? (They didn't have any cake.)
- Why did the Little Red Hen make the choices she did? (She wanted to have food to eat.)
- Did she have an *opportunity cost* as well? (Yes, she didn't have time to relax and play.)
- Were there any other *choices* the first three animals could have made?
- Were there other choices the Little Red Hen could have made?
- What would you have done?

Zachlod, Michelle. "Teaching Economics Concepts in the Primary Grades" *Social Studies Review* (Journal of the California Council for the Social Studies. Vol.45, No. 2. Spring-Summer 2006, page 18

Assessment

The following are identified outcomes for this lesson.

- Identify two items, and then select only one. Give the reasons behind this choice.
- From a menu, select items to purchase for a maximum of \$5.00. Then, explain the reason(s) behind each choice

(Optional) Spending Money Wisely – Alexander Who Used to Be Rich Last Sunday.

Read aloud the book *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst. Ask students to predict what they think the book will be about. Read the book through and then go back and discuss how Alexander spent his money. What choices did he make? Did he make wise choices? Why or why not? What do you think he will do if he receives another dollar in a week? If desired, write a sequel to the book.

Math Connections. During a second reading of *Alexander Who Used to Be Rich Last Sunday*, use a document camera or an overhead projector and "transparent money" to show how Alexander spent his money. (Hint: You will need lots of pennies.) Count out the money as a class to find that it equals 100 cents. Ask the students, "How many cents are in a dollar bill?"

While reading out loud the book about Alexander, pause each time Alexander spends money. To show Alexander's purchases, have different students come up change the location of the amount of the money from above the line to below the line. At different points, have a student come to the overhead and count how much money Alexander still has left and how much Alexander has already spent..

Choices

Two things I want:

1. _____

2. _____

My Choice:

I chose the _____ because _____

Name _____

Date: _____

Menu

| |
|----------------------|
| Sandwich \$2.00 |
| Spaghetti \$3.00 |
| Hamburger \$2.00 |
| Fresh Fruit \$1.00 |
| Soup \$2.00 |
| Frozen Yogurt \$2.00 |
| Milk \$1.00 |
| Juice \$1.00 |

You have \$5.00 you can spend. What will you choose?

I choose _____

because _____

How much money did you spend? _____

How much money do you have left? _____

Name _____ Date: _____

Lesson 4: Getting to Market

Focus Question: What specialized work do people do to manufacture, transport and market goods and services?

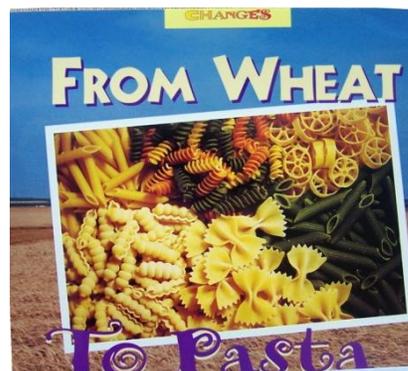
Activity # 1 Manufacture, Transport and Market a “Good”

Materials needed: a copy of *From Wheat to Pasta*, a photo essay by Robert Egan. Make a **set of Vocabulary Cards for each of the following jobs:** Farmer (harvesting), Trucker #1, Farmer (grain elevator), Boatman, Trainmen, Flour maker (miller), Barge Captain, Trucker #2, Pasta Maker, Trucker #3, Market

Procedure

Step 1: From Wheat to Pasta

Point out the cover of the book *From Wheat to Pasta*. Ask, “What do you see?” Students may or may not recognize the pasta. If not, explain that it is like spaghetti, only in different shapes. Also on the cover is a field of wheat. Read the title of the book. Point out the word “Changes” at the top of the page. Ask, “Why do you think the author put the word “Changes” on the cover of the book?”



Plan to read the story twice. During the first reading, show each *job specialization card* at the appropriate time. When finished with the text, have students help you sort the job cards according to manufacture, transport, and market.

Next, as you distribute one *job specialization card* to different students, read each card out loud. Once all the cards have been handed out, reread the story. Pause for each student to hold up his/her job card at the appropriate time.

After finishing the second reading, ask the students, “What ‘step’ in the cycle of ‘goods’ being manufactured to ‘goods’ being purchased is left out by the author?” Note: The book misses the “transportation step” of “trucking” between the factory and the store.

Ask questions such as:

- What are some of the jobs it takes to make pasta?
- Why do you think there are so many jobs?
- Why doesn’t one person do all of the work?
- Why are there specialized jobs?

Lead the discussion to conclude that each type of job is specialized and requires specific skills. (e.g., The farmer and the trucker do not have the skills to operate the machines that manufacture the flour or the machines to manufacture the pasta. The farmer and manufacturer do not have the skills to operate a grocery store).

Ask students to identify each job from the book as producing a good/product or providing a service.

From Wheat to Pasta

| Job | “Good” or “Service” |
|--------------------------------|------------------------------|
| Farmer | Farming – good (wheat) |
| Truck/Farmer | Transportation – service |
| Farmer (Grain Elevator) | Storage – service |
| Trainman | Transportation – service |
| Flour Maker (Miller) | Manufacturing – good (flour) |
| Barge Captain | Transportation – service |
| Trucker (<i>not in book</i>) | Transportation – service |
| Pasta Maker | Manufacturing – good (pasta) |
| Trucker (<i>not in book</i>) | Transportation – service |
| Grocer (Market) | Market – service |

Activity # 2 Flowchart for Pasta Production

Materials needed: construction paper, drawing tools, glue, butcher paper

Procedure

- Have students work in groups of 3 to create a flowchart of the pasta production (from the farm to the factory to the grocery store).
- Each group is given a sheet of construction paper and assigned one of the jobs to illustrate from the above chart. Ten groups are required in order to have each job listed in the chart illustrated. Groups should label their pictures.
- At the end of the project, see if the groups can assemble themselves into a single line in the correct order of the total process.
- Take a single sheet of (precut, in half lengthwise) butcher paper to the beginning of the line of students. Glue each pair’s illustration onto the butcher paper, creating a flowchart through the use of illustrations.
- Save the flowchart for students to present at the Job Fair held during Lesson 5.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end.

- Follow the manufacturing process and be able to identify all steps.
- Sort job specialization cards according to manufacture, transport, and market
- Identify jobs as producing a good/product or providing a service.
- Illustrate, using detail drawings, a single step in the manufacturing process
- Construct a flowchart showing job specialization from wheat to pasta
- Work cooperatively with group members.

Lesson 5: Job Report and Job Fair

Focus Question: What specialized work do people do to manufacture, transport and market goods and services?

Activity # 1 Class Book – Jobs People Do

Materials needed: For each student, a copy of **Family Homework Job Report (Handout #5.1. Refer to page 29.)**

Procedure

Have each student select a job to “research.” For a sample, see **Family Homework Job Report (Handout #5.1)**. If possible, students should interview a community worker of their choice. Special attention should be paid to a description of **what** the worker does, the **skills needed** by the worker, and the **tools used** by the worker. Determine the “service” or “good” the worker provides.



Provide suggestions of how to organize the research project. Some suggestions include:

- Go to the library and locate books, then take notes or make photo copies.
- Do an online computer search (parents may help students).
- Draw and color a picture of a person doing this job. Write a sentence to describe what the person is doing.
- Write in large, bold print to make a job-name-card to be worn during the job fair described below in Activity # 2.
- Identify the special training or education needed to do the job.
- Identify the tools needed to do the job.
- Identify any special clothing needed to do the job.
- Identify the hours needed to complete the job.
- (Optional) Locate an individual performing that job and ask the following questions:
 1. What is most difficult about this job?
 2. What do you like most about this job?
 3. Is it easy to be hired for this job?
 4. What special training or education do you have to do this job?
 5. What special things should I learn and do if I want to hold this type of job when I am an adult?
 6. What special tools do you need for your job?

Have each student write a page for a class book titled, “Jobs People Do”. The page format should allow for:

- the type of job
- a picture
- a description of the job
- a description of the required job skills
- identification of all necessary tools required for the job



Activity # 2 Job Fair



As a culminating activity, have students make class presentations based upon their job research. Wearing a name card to indicate his/her job, each student describes the job, the skills necessary to do the job, and whether he/she is providing a “good” or a “service.” Encourage students to hold a job-related “tool” or wear a simple costume to enhance their presentation.



Identify teacher specific expectations for the presentation. Some suggestions include:

- Speak loud and clearly
- Display a job-name-card
- Share a picture of a person doing this job, including a sentence that describes what the person is doing
- Dress and act the part
- Extra points for bringing a work/service related tool
- Practice the presentation
- Face your audience when speaking, make eye contact and speak loud and slow enough

As students share their findings with the class, complete the following chart:

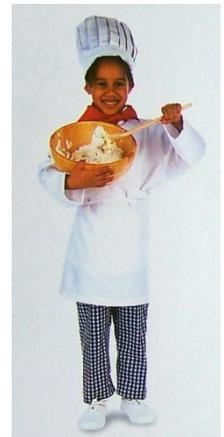
| Type of Job | Good or Service? | Place of Work | Skills Needed | Tools Used |
|-------------|------------------|---------------|---------------|------------|
| | | | | |
| | | | | |

Create a “human graph” by arranging/sorting students according to whether his/her “job” produces a “good” or sells “goods” or provides a “service”.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. are identified outcomes for this lesson.

- Complete a “Jobs People Do” Family Project Homework assignment. Include a picture of the worker doing the job, a description of the work, the skills needed and the tools used.
- Prepare an oral presentation that provides information learned from personal research about one specific job. Note: Presentation occurs at the class “Job Fair.”
- During the presentation, speakers make eye contact and speak loud and slow enough.



Family Homework Job Report

Name: _____ Date: _____

Name of job _____

Does the job provide a “good” or a “service”? _____

Explain: _____

What special training or education is needed to do this job? Explain: _____

What tools are needed to do this job? _____

Is any special clothing needed to do this job? Explain. _____

Would you like to do this job when you grow up? Explain why or why not.

On a separate sheet of paper, draw and color a picture of a person doing this job. Write a sentence to describe what the person is doing.

-----**cut and return**-----

My child will complete a job report on _____.

I understand the report is due on _____.

Child's Name _____ Parent's Signature _____

Name: _____ Date: _____

How did you find the information for this report?

In books? Which ones? _____

On the internet? What website?

Interviewing a person who does this job? Who?

Job Report

Written

Neat _____

Good Information _____

Complete sentences _____

Picture

Complete _____

Neatly colored _____

Oral

Knowledge of job _____

Answer questions _____

Face the audience when speaking _____

Make eye contact and speak loud and slowly enough _____

Extended Activities for Unit 6

Earning Money

Begin by discussing that everyone in the classroom has a full-time job. “My job is to come to school and teach you. What is my job title? (teacher) Your job is to come to school and learn. What is your job title? (student) Your job does not end when you leave school. Why not? (homework) You have a choice about how to use your time after school. If you choose to play and watch television and not do your homework, what will happen? (various responses) Do you think that is a good choice? Why not?”

Explain to students that they are going to earn money for doing their homework. They will be able to spend their wages at the classroom store. Decide on the amount of salary depending on your student’s expertise with money. Explain that payday will be everyday after you have seen their homework. Make sure students know what the expectations are. One way to manage the money children receive is to cut up a duplicated sheet of pennies (check the resource section of your math series) or use a coin stamp to stamp sheets of paper. Once a child is paid, he/she puts the money in an envelope in his/her desk.

Song: We are Workers (tune of Fre’re Jacques)

We are workers, we are workers

Yes we are! Yes we are!

(name of student) is a student. (name of student) is a student.

He studies hard. He studies hard. (Substitute: She does her homework. He writes stories...)

(National Council on Economic Education)

Classroom Store

Prepare items to be sold at the classroom store and set prices. Price some items so students will have to save money for more than one week to be able to purchase them. Obtain a cash register or use a box for money. You may wish to sell supplies in the store that students will use to construct something such as a puppet. This provides a meaningful purpose for selecting different items. Students can discuss how they decided on their choice of purchases.

The teacher, a volunteer, or some students may serve as the cashier. It is helpful to have a volunteer serve as a store clerk. The store clerk helps the students count out the money for their purchase. The child saves the rest of the money.

Explain to students that they will have to **make choices** when they come to the store. Show them ahead of time what will be available and how much each item will cost. Ask if they can buy the most expensive item after saving for just one week? (no) What could you do if you really want to purchase an expensive item? (save)

After each student has either spent or saved his/her money, discuss the choices they made. Introduce the word **scarcity**. Ask students if they had enough money to purchase everything they wanted? Explain that this is because of a scarcity of money. Scarcity is when there is not enough of something. This could be applied to the playground where students often feel they don’t have enough time to do all the things they would like to do.

Song: Oh Scarcity (tune of Oh Christmas Tree)

Oh scarcity! Oh scarcity!

We can't have all the things we want.

Oh scarcity! Oh scarcity!

We cannot have it all!

We really want a lot of stuff.

But sometimes there's just not enough.

Oh scarcity! Oh scarcity!

We cannot have it all. (National Council on Economic Education)

Job Application

Show students the **Job Application (Handout #1.1, page 9)**. Model an interview process and interview each student for a job. (You might want to explain that in the “real” world, many people interview for one job and the “best” person is hired.) After the initial modeling, you might have a parent volunteer do the interviewing and hiring. Or, hire one student as the Classroom Manager and let the student conduct the interviews. Once students have experience with their job, you might have them design want ads for the help wanted section of a classroom newspaper listing duties for specific jobs.

Bank on It

Create a bank passbook, bank deposit slips, and withdrawal slips. These are optional and time-consuming! If possible, arrange for two volunteers to come in to help on shopping day. One can act as the store clerk and one as the bank teller. Show students their **bank passbooks**. Explain that if they want to save their money, they will bring it to the bank and deposit it using a **deposit slip**. The bank teller will write down the amount of money in their passbook. Once they have put their money in the bank for safe-keeping, ask them how they can take or withdraw their money from the bank. Show the **withdrawal slip** and explain that they may write out how much money they want to withdraw from the bank. If students go directly to the store, they may use their stamped money. If they have any money left over, they can deposit it in the bank. Model and then have a student model the process of making a deposit at the bank. Model and then have another student model going to the store. (Note: If desired, have an “ATM” for students to make their deposits and withdrawals. Each student will need an ATM card.)

Primary Source Photographs

Using primary source photographs with three different pictures of people doing work from long, long ago, long ago and today. (Pre-industrialization, Industrialization/manufacturing, and Post Industrialization/Information Age.) If possible, include three pictures of the same job (farming is easiest) and discuss with students the changes visible in the photographs. Students should note the use of machinery/inventions as a type of change.

Transport and Market – a Service

Read the book *The Post Office* by Gail Gibbons. As you discuss the cover, note that it has a border like a stamp and that it depicts a “county” scene. Note the type of mailbox, mailman in the vehicle, etc. After reading, ask the students to help you identify the specialized jobs used to transport the mail. Explain that in the provision of a service, there is no direct manufacture step except that the Postal Service does manufacture the stamps. We are the “market.” We purchase the postal service when we buy stamps.

Goods and Services

ABC Book of Goods and Services

Create an ABC's book of Goods and Services. Include an advertisement for certain "goods" and "services" Examples include, Apple Grower or Airplane Pilot for "A"; Baker or Baby-sitter for "B"; and, Candy maker or Constable for "C."

Newspaper Ads

Look for newspaper advertisements of goods or services. Do the prices differ? Explain why. Read *I Shop With Daddy* by Maccarone or *Just Shopping With Mom* by Mayer. Students relate to the content and the repetitive phrasing and rhyming. Read *Mr. Noisy's Helpers* by Williams is a good way to introduce services.

Businesses in the Local Community – an Internet Search

The Internet can be helpful for locating businesses within a radius of your school. By entering the school address, Yahoo (info@yahoo.com) Yellow Pages will locate the name, address, phone, and distance of the businesses in the local area.

Build an Imaginary City with Goods and Services

Have the students use blocks and other three dimensional objects to build a simple imaginary "city" and the suburbs that surround the city. Discuss the types of buildings, including homes and businesses. Encourage students to include different types of goods and services in their city. If desired, add toy cars, buses and people. Trees can be made using green and brown paper mounted on Popsicle sticks that are stuck into clay to keep them upright. Have the students dictate or write sentences that tell about their city

Computer Program

The computer program *Neighborhood Map Machine* (Tom Snyder Productions) enables students to create their own community.

Manufacture a "Good"

In this activity, students will work together to create a "service" or a "good" to "manufacture" and market. Each student will have a specialized job. It is recommended you involve the students in determining what product (a good or service) they will manufacture, advertise, transport and market to earn money. Determine how to spend the money earned.

(Note: You can have each group manufacture something different i.e. paper doll, cookies, etc. The objects produced could then be placed in the classroom store begun earlier and made available for students to "purchase." Or, treats and decorations for the Job Fair (Lesson 5) could be manufactured.

Planning the Product and the Market

Brainstorm together a list of potential goods or services they could market. At this point, anything can go on the list. Determine who the target market will be.

- Teachers – clean the chalkboards, filing, making pencil holders...
- Parents – a play, poetry reading, cookies, student artwork...
- Students – cookies, lemonade, Kool-aide, candy, bookmarks...

After brainstorming, discuss the items on the list and help the students narrow the list down to two choices they can produce and for what market they would produce it. Discuss the necessary resources and their cost, if any, and the ease of production.

Vote on the final decision by direct democracy (everyone votes) or by representative democracy (one elected person from each cooperative group votes) (Refer to Grade 1, Standard 1.)

If desired, conduct a survey to decide which of the two products/services will sell better to the targeted market. Do the survey development and analysis during math time. If the students are marketing to parents, they can take the survey home and bring back the results as part of their homework. If they are marketing to other students, obtain other teachers' cooperation in taking class time to distribute and complete the survey. Even if marketing to the school at large, only survey one or two classes to keep the amount of data at a level the students can understand.) Analyze (graph) the survey results to determine what product or service to produce and market.

Producing and Marketing the Product

Gather the necessary resources for the students to produce the product/service. How this is done will vary by the product or service. During math time, determine the cost of the goods you use. This may be at "no cost" if the resources are received by donation. However, if materials are purchased, have the students determine the total cost of the materials using a calculator if the numbers exceed the students' expertise with numbers. Price the product based on recouping the cost and making a profit.

Work together to list the necessary jobs and let students decide who will do which job. Jobs could include advertising, product production, and selling. Students decide how to divide the work/labor. Every student might participate in the production of a product (e.g. cookies.) Use specialized jobs for obtaining permission and informing appropriate school personnel, marketing (creating and posting posters or making flyers for the classrooms) and selling.

Before designing the advertisement, look at other posters, advertisements, or even food box labels to determine what information is needed when you want someone to purchase a good or a service. You might want to compare various advertisements to see what the children think is the most effective: words only, photographs, pictures, cartoons, color, print size etc. Provide the necessary art materials such as stencils (perhaps for lettering). Post the posters or distribute the flyers.

Evaluate the Results

Sell the product or sell and provide the service. Determine the amount of proceeds. Was there a profit? If so, what will be done with the profit? Save it? Spend it? Discuss the choices that were made by the students in the "free market economy." Would they make any different choices if they were to do the project again?

Choices

Economic Choices

Create a grocery store in the classroom with toys, school supplies, and empty food, snack, and cleaning-product containers. Tell the students that each item costs one dollar. Give each student a six-item shopping list and only two play dollar bills. Have students gather the items on their lists and make wise choices about which items they will or will not buy. Students should tell why they made the choices they did.

The Go-around Dollar

Read aloud *The Go-around Dollar* by Barbara Adams. Ask students to predict what the boy will do with the dollar. After reading the book, go back and count how many times the money changed hands. Ask students to predict where the bill will go next. As a drama extension, act out the story having students be either a consumer or a producer. For geography, make a map showing where each dollar traveled. For language arts, have students continue the dollar's adventure. This is a good opportunity to discuss quotation marks so the characters can speak. You can also make a class book using photographs of the students exchanging the dollar. Students can write a page for a story in which the same dollar travels around your classroom. For example, page 1: I work at Veronica's supermarket. I just sold food to Brian. Now I'll buy a good at Samuel's Ice Cream with my money. (The picture is of Veronica selling and Brian buying.) Page 2: I work at Samuel's Ice Cream. I just sold an ice cream sundae to Veronica. Now I'll buy a service at Mayra's Auto Repair. (The picture is of Samuel selling and Veronica buying.) Continue around the room with students filling in the pattern. It helps if each student makes a plan first for the words that go in the blanks.

A New Coat for Anna

Read aloud *A New Coat for Anna* by Harriet Ziefert. In this book, the little girl, Anna, needs a coat. Her mother does not have the money to buy a coat so she barter in order to get the material for the new coat. Provide students with cards labeled with the steps that were needed to make the coat – sewing, spinning, shearing, dyeing, weaving, coat. Students illustrate the action words and put them in order. Create a flow chart and on a sheet of paper and glue the cards from shearing to tailoring.

Resources for Grade 1, Standard 6

Books marked with an * are highly recommended for Standard 6.

Economic Concepts

Adams, Barbara. *The Go-Around Dollar*. Illustrations by Joyce Audy Zarins. New York: Simon & Schuster Books for Young Readers, 1992. A dollar bill is followed as it travels from person to person in this fictional narrative that is combined with facts and anecdotes.

Channell, Geanie; Flowers, Barbara; Hopkins, Martha; Phipps, Barbara; and Shearer, Debbie. *Focus: K-2 Economics*. New York: National Council on Economic Education, 2007. ISBN 1-56183-621-4. This teacher resource book provides specific activities tied to economic concepts such as goods and services, wants and consumers, human resources and producers, choices and opportunity cost.

Chin, Karen. *Sam and the Lucky Money*. Illustrations by Cornelius Van Wright and Ying-Hwa Hu. New York: Lee&Low Books, 1995. ISBN 1880000-13-X. A young boy is faced with the challenge of choosing what to buy with his “lucky money” in Chinatown. Also good for Chinese New Year.

Day, Harlan; Dolon, Johnetta; Foltz, MaryAnn; Heyse, Kathy; Marksberry, Callie; and Sturgeon, Mary. *Teaching Economics Using Children’s Literature*. National Council on Economic Education, 2006. The booklet contains practical, classroom-tested lessons to use with popular children’s stories. Each of the 24 lessons provides ideas and teaching activities to accompany a specific book. Generic handouts are also provided that can be used with any children’s book.

Hobman, Lillian. *Arthur’s Funny Money*. New York: Harper Trophy, 1981. ISBN 0-06-444048-6. This ‘I Can Read’ book is good for first grader independent reading. It is about a monkey who does not have enough money to buy what he wants and how his sister helps him solve his problem.

Maccarone, Grace. *I Shop with My Daddy*. Illustrations by Denise Brunkus. New York: Scholastic, 1998. This simple rhyming book is about a little girl grocery shopping with her father and the choices they make.

Maestro, Betsy. *The Story of Money*. Illustrations by Giulio Maestro. New York: Mulberry Books, 1993. ISBN 0-688-13304-5. This is a very informative book about the history of money from its origins to present day.

Mayer, Mercer. *Just Shopping With Mom*. Illustrations by Mercer Mayer. New York: A Golden Book, 1989. This is a critter book about a mother who takes her young shopping and all the trouble they get into. It also deals with wants and needs.

**Viorst, Judith. *Alexander Who Use to be Rich Last Sunday*. New York: Atheneum, 1978. Tough for first graders to follow at first reading, it can be used step-by-step for valuable practice counting money and exploring the concept of scarcity.

Wells, Rosemary. *Bunny Money*. New York: Dial Books for Young Readers, 1997. ISBN 0-8037-2146-3. Max and Ruby spend so much on emergencies while shopping for Grandma’s presents that they almost run out.

Williams, Vera. *A Chair for Mother*. New York: Mulberry, 1982. ISBN 0-688-04074-8. A child, her mother and her grandmother save change to buy a comfortable armchair after all their furniture is lost in a fire.

Ziefert, Harriet. *A New Coat for Anna*. Illustrations by Anita Lodel. New York: Dragonfly Books from Alfred A. Knopf, 1986. ISBN 0-394-89861-3. Set in post World War II, a mother trades goods for services so her daughter can have a new coat.

Jobs and Businesses

**Egan, Robert. *From Wheat to Pasta*. New York: Children's Press, 1997. ISBN 0-516-26069-3. Describes, in text and photographs, the steps in making various kinds of pasta from growing and harvesting the wheat through the grinding of the flour to making the dough and shaping the final product.

Florian, Douglas. *A Chef*. New York: Greenwillow Books, 1992. This picture book shows the work done in the kitchen of a restaurant.

Gibbons, Gail. *How a House is Built*. New York: Holiday House, 1990. ISBN 0-8234-1232-6. Describes how a surveyor, heavy machinery operators, carpenter crew, plumbers, and other workers build a house.

Gibbons, Gail. *The Post Office Book: Mail and How it Moves*. Mexico: Harper Collins. ISBN 0-06-446029-0. A step by step description of what happens to the mail from the time it is deposited in the mailbox to its arrival at its destination. Also included are brief historical facts about mail service in the United States.

**Kalman, Bobbie. *Community Helpers from A to Z*. New York: Crabtree, 1998. ISBN 0-86505-404-5. This alphabet book explains the duties and importance of occupations geared toward the community, including emergency workers, business people, and workers in the service industry.

*Knight, Bertram T. *From Cow to Ice Cream*. Children's Press, 1997. ISBN 0516260669.

*L'Hommedieu, Arthur John. *From Plant to Blue Jeans*. New York: Children's Press, 1997. ISBN 0-516-20366-5. This book is a photo essay that shows the making of blue jeans from growing and harvesting the cotton through weaving the cloth and sewing the finished product.

Mitchell, Margaree. *Uncle Jed's Barbershop*. Illustrations by James Ransome. New York: First Aladdin Paperbacks, 1993. Despite serious obstacles and setbacks, Sarah Jean's Uncle Jed, the only black barber in the county, pursues his dream of saving money to open his own barbershop.

**Paulson, Gary. *Work Song*. Illustrations by Ruth Wright Paulson. San Diego: Harcourt Brace, 1997. ISBN 0-15-200980-9. People at work, doing things that are essential to us all, are depicted in spare and elegant verse in this lyrical text. The work ethic is celebrated with sensitivity and grace.

Teacher Evaluation Form

Dear Teacher:

We hope that you enjoyed this curriculum guide! We'd like to hear from you about what worked for your class and what did not. What would you like to see changed? Please take a minute to fill out this form and mail it to the address below, Attn: Dr. Priscilla H. Porter. Thank you for your time.

1. Which parts of the Teacher Guide did you find the most useful? (Check all that apply.)
- | | |
|--|---|
| <input type="checkbox"/> Lesson Activities | <input type="checkbox"/> Background Information |
| <input type="checkbox"/> Handouts | <input type="checkbox"/> Extended Activities |
| <input type="checkbox"/> Relation to Content Standards | <input type="checkbox"/> Resources |

2. Did you use this material as__ part of an institute or __ on your own?

3. What should be added in future guides?_____

4. What should be deleted in future guides?_____

5. Will you keep this guide for future reference? Pass it to another teacher?_____

6. Did the guide meet your expectations? Suggestions for improvement are welcome._____

7. Which grades would most benefit from this guide?_____

8. For which subjects are these materials most appropriate?_____

(Optional) Teacher's Name_____

Grades you Teach _____ Subjects_____

School Name and District_____

We appreciate your opinions. Please return this form to:

Dr. Priscilla H. Porter

California State University San Bernardino

Palm Desert Campus

37-500 Cook Street

Palm Desert, California 92211